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# A Teacher's Guide to Accompany E.I.L. Foreign Language Textbooks

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*School for International Training*

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THE INSTRUCTOR'S HANDBOOK

A Teacher's Guide to Accompany E.I.L.  
Foreign Language Textbooks

Editor: Guy R. MacMillin

The School for International Training, Brattleboro, Vermont

1972



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## II. EXPERIMENT AND S.I.T. HISTORY

Most people believe that The Experiment was founded by Dr. Donald B. Watt in Vermont. It wasn't. The germ of the idea came to him in 1932, five years before he and his family moved to a farm in Putney. He had accompanied a group of young people to Switzerland that year to attend an international conference where those who spoke French, German and English were billeted separately. He soon discovered that the language barrier created cliques along national lines and that there was no common ground on which they could meet. The result was a fiasco of lost opportunities with no significant camaraderie, no real understanding.

For a man of his insight it was only a logical step -- although a giant one for those days -- for Dr. Watt to turn to the medium of the family as an ideal means of introducing "foreigners" to each other's culture. So he pioneered the "homestay" as an educational technique: a period of living with a family in the host country where immersion in the culture comes naturally as part of everyday living experiences. Now, some forty years later, the homestay is still the heart of every Experiment program, and it has been widely copied by other organizations in the field.

To be successful, however, in meeting the challenge of living with a strange family in a strange land requires careful advance preparation. This is called "orientation" and, like the homestay, it is inseparable from an Experiment program. Of course, this includes

intellectual exercises like reading about the traditions and history of a country. But there is more. Dr. Watt's biography is aptly titled Intelligence Is Not Enough, and he means that one cannot prepare successfully to adjust to an unfamiliar culture by the reasoning process alone; it must extend to the emotions. This is accomplished through group discussions, role plays and other devices before the Experimenter leaves the U.S. And if you will add a mature, experienced leader to accompany each group, you have the essence of an Experiment.

Dr. Watt started The Experiment with a question: "Can people of different nations understand one another well enough to see to it that their governments live peacefully together?" His experiment continues.

Today, aside from five regional offices in this country, there are Experiment representatives or autonomous national offices in some fifty countries on six continents. The many thousands of people who have participated in Experiment exchanges, either as visitors to foreign lands or as hosts to foreign visitors in their own countries, have often made valuable contributions to the cause of international understanding.

In 1961 The Experiment received its first contract to train a group of Peace Corps Volunteers for service in East Pakistan (now Bangladesh). The project was administered in Putney and differed very little from what The Experiment had been doing for almost 30 years. Its expertise in the field would result in 10 years' association

with the Peace Corps and the training of more than 2,500 Volunteers for service throughout the world.

When The Experiment accepted its second Peace Corps contract in 1962, it was evident that the facilities in Putney were wholly inadequate. Moreover, The Experiment's own programs were expanding. Consequently, in 1962 it acquired Sandanona, a 160 acre estate outside Brattleboro. For its first two years, Sandanona was used exclusively for Peace Corps training and the orientation of our own groups. In 1964, when the notion of introducing compulsory language instruction into Experiment programs was ready to be tried out, the name was formally changed to The School for International Training.

The requirement that Experimenters going to French-speaking countries and to Spain have a certain level of language fluency had been in effect almost since the beginning. But it is well to remember that at that time there was no alternative for those who had no previous language training. Offering an intensive program for those who hadn't was a revolutionary concept in 1964. It was fraught with the danger of frightening away applicants, and it demanded a new teaching approach. As time has shown, far from reducing the application rate it actually increased it. And rather than becoming dismayed by the need to find fresh approaches to intensive language instruction, The Experiment developed its own methodology and its own texts.

You, as an instructor, will participate in all this. You may very well be the first representative of your country that your



students have met. Your language will be one of the 46 taught at the School since 1964 and one of about 18 offered each year. The total experience is both challenging and rewarding, for instructor and student alike.

Once the School had committed itself to becoming a center for language studies, it was only logical to put its accumulated expertise to work by designing and offering a year-long program leading to a Master's degree in the teaching of French, Spanish and English as a second language. Then the field was reversed by offering instruction in English for foreigners. Some 200 young men and women from all corners of the world are enrolled annually in these intensive, ten-week courses.

As might be expected, most Experiment alumni develop great interest in international affairs, and many of them found that the traditional graduate school offerings were unsuited to their needs. Consequently, in 1967 the School introduced an International Career Training program leading to the degree of Master of International Administration.

That, in capsule form, explains the relationship between The School for International Training and its parent The Experiment in International Living. But the organization is more than the sum of its parts. It is an exciting amalgam of races, creeds and nationalities learning to speak one another's language, preparing to enter some field of international service, and most of all learning to live together by living together, the Experiment way.

### III. THE AUDIO-LINGUAL METHOD AT S.I.T.

The School's language texts are based on what is generally known as the audio-lingual method of instruction. First developed by the U.S. Army during World War II, this approach proved so much more successful than the traditional grammar-translation technique of language training that it has been adopted by many schools throughout the world. The School for International Training has used it successfully as the basis for most of its foreign language instruction since 1961.

Most of the premises for the method evolved from the work of Leonard Bloomfield. However, certain modifications have been made as research and evaluation have been carried out. This booklet is designed to help the instructor use E.I.L. texts, but it is not intended to provide more than a glimpse into the theory behind the texts. If you have questions or observations about this theory, the Language Coordinator will be glad to discuss them with you.

We can say that there are two basic theories of how a language is learned. One, called the cognitive approach, assumes that we learn by understanding the structures of a language intellectually. The other, often termed the habit theory, assumes that language is acquired through habit or reflex. The most widely used example of the cognitive approach is the grammar-translation method which places much emphasis on learning grammar rules and lists of vocabulary. The habit approach exemplified by the audio-lingual method puts more emphasis on language practice

and repetition, what is called "over learning", without studying grammar as such. It is felt that students do not need to know grammar rules in order to master a language. Most native speakers are unaware of these rules in their own tongue.

The School for International Training incorporates elements of both theories into its approach, but places emphasis on habit. Although language involves four skills (listening comprehension, speaking, reading and writing) due to the nature of most Experiment programs, we concentrate on the first two.

For our purposes language is speech, and speech requires that one person speak and another listen. One cannot learn to speak by sitting and talking about the rules of grammar or the methods of pronunciation. One MUST PRACTICE. A person must listen first and then try to produce what he has heard. The listening and repeating should continue until near perfection is reached.

E.I.L. audio-lingual materials are divided into two sections: conversation and drill. The conversation introduces new patterns and vocabulary and the drills extend, combine and recombine the vocabulary and grammatical patterns into various sentences which are practiced over and over until all the patterns are mastered.

The students are presented with a conversation because in this one finds the language as it is used in speech. The situations are as close to actual situations as possible. The vocabulary is learned as a by-product of the conversation repetition. Grammatical patterns

are learned by means of the drills. Each unit builds on what has been taught previously and all are interrelated both in grammar and in vocabulary.

Besides attempting to inculcate correct speech patterns and an ability to recognize and reproduce sounds, it is important to help the student understand the structure of the language. For this reason, instructors must both drill and explain. This is frequently accomplished by stating the grammar principle before or after it is practiced in the drills.

After the conversation and the drills should come some exercise involving real use of the language. Many of these are discussed in Part Two. The final part of the unit should be free conversation. Although exercises in real language use and free conversation are not written into the text, they are the ultimate goals of all that has come before.

## PART ONE -- THE TEXT AND HOW TO USE IT

### Classroom Technique

In this section we will discuss the step-by-step organization and use of the text. But first a few suggestions might be in order.

From the outset, English should be minimized in the foreign language classroom. The instructor may occasionally need to translate a word or phrase, and advanced classes may do translation exercises. However, if the goal is to use the language rather than to study it, then it should be the only means of expression used in class. Although this may be difficult for a few classes at first, most students settle into the practice rather well when they determine that the instructor is serious about it.

Some instructors have found, especially with elementary classes, that difficult points raised by students cannot be treated in the target language. Therefore, some permit the students to raise the questions in English between classes or at real time. Others prefer to insist on use of the target language at all times. Whatever decision you come to about this, remember that the language used in the classroom is always the language under study.

Another suggestion concerns repetition in class. As you will see, the audio-lingual approach involves a great deal of repetition and oral drills. This is extremely useful in "over learning" the structures of the language, making them an unconscious reflex or habit. Linguists do not agree on the amount of repetition which is necessary or ideal. Some people feel that beyond a certain point repetition

by the instructor encourages the student to be lazy. If he knows the phrase will be repeated endlessly, he has no need to concentrate on getting it right at the beginning.

Whatever the amount of repetition you find ideal, remember that it is tiring for student and instructor alike. The alert instructor will sense when his class is losing its "spark" and will not pursue a drill or repetition exercise. If it is not possible to continue practice of the structure by using a different activity, it would probably be better to introduce short exercises in real language use at such times. These are discussed in Part Two.

Another suggestion deals with the grammar rules at the end of each unit. These sections are not to be taught in class. They have been included to provide you and your students with a summary of the grammar in each unit. They are for reference only.

Although we attempt to outline all the steps necessary in using the text, the degree of success you meet will depend to some extent on your sensitivity to the needs of your class. The precise balance between the habit-reflex and cognitive-intellectual elements of the course will depend on your judgement and that of the Language Coordinator.

Regardless of how you choose to emphasize its elements, you will be using an E.I.L. text which has ordered the material in a way to best facilitate rapid learning. In the next sections we will consider, in the order they are presented in the text, the elements which make up each unit of study.

### The Conversation

Each unit of the text begins with a conversation. The purpose here is two-fold: it gives the students an opportunity to get the feel of the language in a life-like situation, and it presents in a structured manner the vocabulary and grammatical patterns on which the ensuing drills are based.

In most Experiment programs the conversations serve another useful purpose as they directly concern situations the students are likely to encounter overseas. The vocabulary and cultural content are relevant, or will soon be so, to the lives of the students.

When introducing a conversation, the instructor reads it aloud in its entirety at least once. If two classes can be brought together at the same level, two instructors can act out the material. This is called an expository session. If only one instructor is present, he will have to act out the roles himself using stick figures on the blackboard, visual aids or clear body movements to indicate a change in speakers.

It is during the second presentation of the conversation, after the initial reading, that the instructor begins to convey the meaning of what he is saying. As a rule, it is preferable that he use facial expressions, gestures, objects in the room or sketches to make meaning clear. This minimizes the tendency on the part of the student to

translate in his head, a process which greatly slows down language learning.

Some words which are difficult to make clear through acting out may be slipped in quickly in English. This is preferable to elaborate acting out of difficult concepts. It is not necessary that the students understand fully every word or idea in the conversation on its first presentation, but they should have a general grasp of the meaning of the situation before going on to the drills.

The next step in the presentation of a conversation is modeling by the instructor and repetition by the class. The instructor, taking one utterance at a time, begins to drill the parts. If two instructors are present, each drills his part. This is the conversation drill.

A model of the utterance is given by the instructor(s) and repeated four or five times. The instructor then indicates by a hand gesture that the entire class is to repeat. The class should repeat in chorus eight to ten times. If the utterance is too long it must be broken up. This should be done by beginning at the end of the sentence and working back toward the beginning.

Example:

I see a large red book on the table.  
   the table.  
   on the table.  
   book on the table.  
                   large red book on the table.  
 I see a large red book on the table.



The segments into which the sentence is divided should be meaningful so that the continuity of the sentence is preserved. Anything that is split up this way should immediately be recombined and drilled as a whole at native conversational speed.

After the class has been drilled in chorus, the instructor divides the class into sections and has each section repeat one role from the conversation. Use clear gestures to indicate which section is to repeat. At this early stage, the instructor should always repeat the sentence first until the class can follow through the conversation on its own. After this, reverse the roles and repeat the procedure.

The instructor then can break the conversation into two and three sentence exchanges and direct individual students to repeat them, each student taking one role. In this way, the students ask each other meaningful questions in the conversation and receive meaningful responses. Take care not to lose the overall meaning of the conversation at this time!

Whenever a mistake is made, either in pronunciation or in a grammatical pattern, the correct model should be provided at once. The instructor should ask for a choral repetition of the correction and later return to the student who made the initial mistake. When a student hesitates in class, supply a correct model when it is clear he cannot go on.

Insist on normal speed and good pronunciation at all times. Make the students aware of the importance of mastering the conversation. Whenever the class tires, return to the beginning

of the conversation and start through again. This relaxes the students by giving them material they already have worked on.

To summarize, the instructor drills the conversation in the following way:

1. The instructor reads the conversation aloud.
2. The instructor acts out the meaning of the conversation.
3. The instructor drills the class as a whole.
4. The instructor divides the class so that each sub-division has a role.
5. The instructor directs individuals to take roles using short meaningful exchanges taken from the conversation.

The instructor should continue to drill the conversation both with the whole group and individually until he is certain that each student has nearly mastered the pronunciation and is able to repeat it at almost native speed.

The extra vocabulary listed after each conversation is directly related to the content of the conversation, and it is necessary to proper completion of the unit. It should be introduced in sentences taken from the conversation itself whenever possible. The instructor prepares a lesson based on the conversation and using the sentences already taught.

Example:

To introduce the words "soon," "today," "tomorrow" the sentence "I will leave town now." is taken from the conversation and the new adverbs are substituted for the word "now". The instructor conveys the change in meaning.

Following each conversation is a series of questions. The instructor should keep these in mind while teaching the conversation. No question is asked which cannot be answered by material found in the conversation and extra vocabulary sections. The questions can be asked by the instructor, or he can direct students to ask them of each other. This is a good time to judge if your class is prepared sufficiently to go on to the drills.

## The Drills

After the conversation has been mastered and questions of meaning and pronunciation have been resolved, a series of drills makes up the remainder of each unit. These are designed to reinforce and expand the patterns introduced in the conversation. It is through drilling that the student forms generalities from a single pattern and is eventually able to form new utterances.

When conducting drills, the instructor starts with the whole class. As progress is made, he calls on individuals for responses until everyone understands. There are at least eight types of drills used regularly in E.I.L. texts. Each is conducted in a different manner and each serves a different purpose. It is essential that the instructor understand the aim and logic of each drill and that he be thoroughly familiar with the material.

### Pronunciation Drills

These are not necessarily introduced at any specific time or place in the unit. The important thing to remember is that they are NOT vocabulary lists. They should be drilled by the instructor until the students are able to reproduce the sounds. The meaning of the words is not important here.

Aside from simple lists of words containing foreign sounds, many books contain contrasting and minimal pair drills as well. In any foreign language, the student is likely to encounter some sounds which are not a part of his native language. Two possible

confusions result. 1) He may confuse two distinct sounds in the foreign language. 2) He may pronounce a word in the foreign language as if it were composed of sounds from his native language. The first problem can result in misunderstandings; for example, a student of English might say "boot" instead of "but". The second problem may result in an unacceptable accent; for example, a student of English might say "eschool" instead of "school". Whenever these problems are evident in class, the instructor should use a pronunciation drill from the text or create one of his own.

To cope with problem 1), a minimal pair drill should be used. The instructor introduces pairs of words in the target language chosen to highlight the importance of a single sound. The words should be chosen so that the substitution of one sound for the other creates a different word entirely.

Example:

pill.....peel

mill.....meal

fill.....feel

list.....least

The students should repeat these pairs after the instructor and then, perhaps, be asked to use them in sentences or point to the correct form on the blackboard while the teacher recites them in a mixed order.

Problem 2) above can be attacked by a contrasting pair drill. The exercise is the same, but the words point up contrasts between

the target and the native languages. The instructor uses pairs of words, one in English the other in the target language. Students repeat the pairs, taking care to make the distinction. An example in English and French illustrating the "ee" sound will suffice.

Example:

tree.....ri

Lee.....lis

agree.....gris

gee.....J

Instructors are cautioned, when making up these drills, to use only real words and not nonsense syllables. Consult the Language Coordinator if you need help.

Although these drills are not necessarily presented at any particular place in the unit, they should be used whenever the class is having pronunciation difficulties. They can also be inserted between more difficult drills to provide the class with some diversion.

### Repetition Drills

Here is where the material is really taught. The other drills are a reinforcement of the material presented in the repetition drills. First, the instructor may indicate the grammatical point to be treated, for example, the verb "to have" in the present indicative. The drill begins with a line from the conversation. The instructor gives the model, and the students repeat it until it has been mastered. Then the next utterance, which contains a minimal change, is handled in the same way. In this way, the class progresses through the drill.

**Example:****Instructor**

I have a book  
 you have a book  
 he has a book  
 we have a book  
 they have a book

**Students' Response**

I have a book  
 you have a book  
 he has a book  
 we have a book  
 they have a book

**Person-Number Substitution**

Here a cue word triggers a corresponding change by the students in person and number in the resulting sentence. The instructor reinforces the correct response by repeating the correct sentence.

**Example:****Instructor**

I have a book  
 we  
 we have a book  
 he  
 he has a book  
 you  
 you have a book  
 she  
 she has a book

**Students' Response**

I have a book  
 we have a book  
  
 he has a book  
  
 you have a book  
  
 she has a book

**Item Substitution**

This is basically the same type of drill as the above. The instructor gives an utterance as a model which the students repeat. Then a cue word is given which the students substitute into the appropriate slot in the sentence.

**Example:****Instructor**

I have a book  
 house  
 I have a house  
 glass  
 I have a glass  
 pencil  
 I have a pencil

**Students' Response**

I have a book  
 I have a house  
  
 I have a glass  
  
 I have a pencil

### Multiple Item Substitution

The substitution here is done in two or more slots in a given sentence. The same procedure is followed in giving the cue items and in reinforcement.

Example:

#### Instructor

I have a book  
you  
you have a book  
house  
you have a house  
buy  
you buy a house  
the  
you buy the house  
we  
we buy the house

#### Students' Response

I have a book  
you have a book  
  
you have a house  
  
you buy a house  
  
you buy the house  
  
we buy the house

### Number Substitution

The point of grammar being drilled is singular and plural. The instructor gives an utterance in the singular or plural, and the students respond with the opposite.

Example:

#### Instructor

I have a book  
you have a book  
he has a book  
we have a book  
they have a book

#### Students' Response

we have a book  
you have a book  
they have a book  
I have a book  
he has a book

### Transformation Drills

In many drills the student is expected to make a grammatical change in an utterance according to some model presented by the instructor. In these drills, the instructor should give the cueing



statement and then the response with the change he desires. He should do this for two or more statements until the students get the idea of what is expected. The instructor can then continue the drill by giving only the utterance from which the changes are to be made, and then reinforcing them with a repetition of the correct utterance.

Example: (dealing with simple past of irregular verbs)

Instructor

Students' Response

I go to the library  
I went to the library  
I see the dog  
I saw the dog

I buy the book  
I bought the book  
we eat the cake  
we ate the cake  
she takes a walk  
she took a walk

I bought the book

we ate the cake

she took a walk

Example: (dealing with making questions from statements)

you have a book  
do you have a book?  
he buys books  
does he buy books?

we have paper  
do we have paper?  
they see the house  
do they see the house?  
he reads the paper  
does he read the paper?

do we have paper?

do they see the house?

does he read the paper?

### Guided Conversation

This is a difficult exercise to conduct. Be sure you go over it in advance. The instructor directs the students to address each other, asking questions and giving responses. Only one student responds at a time, with all the information for a complete answer

given by the instructor in his instructions to the student.

Example:

Instructor

Student Response

John, ask Mary to sit down

Sit down, Mary

Mary, say you are sitting down

I am sitting down

Ed, ask Louise if she is happy

Are you happy, Louise?

Louise, answer that you are happy

I am happy

## PART TWO -- REAL LANGUAGE USE (Supplemental Techniques)

The goal for the School for International Training's language courses is a reasonable facility in verbal expression and a somewhat better ability to understand the spoken language. These abilities can be termed "real language use" and they are not the same thing as repetition of conversations or drills. Ideally, the repetition leads into the real language use. A note of caution is in order. As the course you are teaching is centered around the E.I.L. text, the following techniques are restricted to the role of providing variety and supplementing the text. The foundation of the course remains your text.

The instructor will provide opportunities for real language use as soon as the necessary foundations have been laid. The text is only of minimal help in this, so we will attempt to outline in this section a variety of exercises which can alternate with lessons or groups of lessons in the text to provide the student with a chance to actually USE his new language. The importance of actually using the language cannot be over emphasized, but neither can the problems which result when the instructor is not prepared. What follows is a series of activities which may help. Most instructors will not try them all and some will invent new ones. What is important is that you vary your class activities and that you PREPARE IN ADVANCE HOW YOU ARE GOING TO DO IT!

## Response Exercises

When a student is asked questions based on a conversation, and he gives his answer based on material in that conversation, he is doing a response drill, such as we discussed at the end of the section dealing with the conversation. However, when he answers questions, even simple ones, concerning HIS OWN experience, travel, family, etc, he is engaged in real language use. After each unit, the instructor should attempt, whenever possible, to turn questions away from the conversation material and towards the students' own experience. Vocabulary in the chapter will often be a useful point of departure.

For example, after asking if John is going to Brazil tomorrow or if Mary is traveling in a group, the instructor can ask individual students if they are going to Brazil or if they are in a group. This is the simplest form of response exercise, the yes-no response.

There are four different kinds of responses. All of them depend on the type of questions asked by the instructor. They are yes-no questions, cued responses, choice questions and free responses.

Example:

Instructor:

Students' Responses

### 1. Yes-No Questions (with short response)

Are you going to the movies?

Yes I am.

Do you have a book?

No, I don't.

### Yes-No Questions (with complete response)

Is he going?

Yes, he is going.

Are they staying here?

Yes, they are staying here.

Instructor	Students' Response
2. Cued Responses	
Where are you going? (school)	I am going to school.
What do you see? (book)	I see a book.
3. Choice Questions	
Do you have a book or a record?	I have a book.
Do you see a house or a school?	I see a school
4. Free Responses	
What is John buying?	John is buying a book.
Where are you going?	I am going to the movies.

In the Yes-No Questions, the instructor may indicate a positive or negative answer by nodding his head before the student responds. For Cued Responses, the answer stimulus is given after the question in another tone of voice. In the Choice Questions, the response makes no difference; the important thing is to answer the question. The answers to the Free Response questions will necessarily correspond with the vocabulary and structure already learned. In advanced classes, these responses will show a greater variety. In all cases, the instructor should reinforce the student response by repeating it.

### Translation Exercises

Although these are not strictly speaking examples of real language use, they do provide the student with the chance to compare the structures of his native language with those of the language under study. When he is translating into the target language, he can be said to be involved in a creative exercise. These exercises are usually reserved for intermediate or advanced classes. The choice of the text to be translated is of utmost importance. These exercises may even be omitted if the instructor wishes.

## Narratives

Each E.I.L. unit ends with a narrative passage containing much of the vocabulary and grammar in the lesson. These can be used in several ways. The simplest is to read the passage aloud and ask the questions which follow. There is nothing wrong with this approach from time to time, but there is a more creative way to use this material. The instructor can read the passage several times and then ask a few good students to summarize the story in their own words. Students can be encouraged to ask questions of each other and of the instructor. If there is a great deal of hesitation, the instructor can lead off the questioning himself.

Because the narratives in the text are generally limited to the subject matter of the conversation, it is also interesting to vary the material by introducing new narratives written by the instructor or chosen from other sources. The subjects chosen for these might be based on the expressed interests of the students. A little research and care should enable the instructor to find short narratives about sports, fashions, politics, pop music or whatever.

Care must be taken not to use narratives which introduce much new structure or vocabulary, and any new material should be presented first. These passages should be carefully constructed to reward the students by showing them how much they understand in the new language. In general, they provide a small amount of material

## Picture Description

I. Look and Listen. The Language Coordinator will provide you with a picture or drawing depicting life in your country. Almost any picture, advertisement or news photo, which contains enough elements to warrant a five sentence description can be used.

The instructor shows the picture to the class and describes it in three to five sentences. The sentences should be chosen carefully to contain grammar and vocabulary already learned. NEW GRAMMATICAL STRUCTURES SHOULD NEVER BE INTRODUCED HERE. The instructor repeats the sentences several times until the class seems to understand. Students may ask questions in the target language at this point. The instructor then drills the sentences until everyone can handle them with ease.

II. Answer. Here the teacher asks questions based on the sentences the class has learned. The questions can be broken down into 1) question word questions (who, what, where, when, how, etc.) and 2) yes/no questions. Yes/no questions which get a negative response lead to a further question of the question word variety.

III. Ask. The instructor directs the students to ask questions, first of him, then of each other.

IV. Retell. The instructor directs the students to try to describe the picture using the sentences of section I.

V. Answer. The instructor asks the students personal questions based on all of the above. This can evolve into free conversation if the class is advanced enough.



Here is a sample format for the picture description, filled out to illustrate the type of sentence need for each section.

I. Look and Listen.

- a. This is a man sitting at a table.
- b. The man's name is Mr. Brown.
- c. Mr. Brown is drinking coffee.

II. Answer.

- a. Who is sitting at the table?
- b. Where is the man sitting?
- c. What is the man's name?
- d. What is Mr. Brown doing?
- e. What is he drinking?
- f. Is Mr. Brown sitting at the table?
- g. Is he drinking tea?
- h. What is he drinking? (etc.)

III. Ask.

- a. Ask me who is sitting at the table.
- b. Ask me the man's name.
- c. Ask John what Mr. Brown is doing. (etc.)

IV. Retell.

- a. This is a man sitting at a table.
- b. The man's name is Mr. Brown.
- c. Mr. Brown is drinking coffee.

V. Answer.

- a. John, do you drink coffee?
- b. Where are you sitting?
- c. What is your name? (etc.)

There are many variations which can add to this technique. For example, in section II the instructor can introduce adverbials (Is Mr. Brown sitting at the table now?) or adjectives (Is Mr. Brown drinking hot coffee?)

What is important is that the original three to five sentences be chosen to illustrate a grammatical point and that they be varied in grammar and vocabulary. If new material is introduced during this exercise, the result can be very confusing. This is why instructors should always fill out a format sheet completely before going into class.

I. Look and Listen.

- |    |    |
|----|----|
| a. | d. |
| b. | e. |
| c. |    |

II. Answer.

- |    |    |        |
|----|----|--------|
| a. | d. | g.     |
| b. | e. | h.     |
| c. | f. | (etc.) |

III. Ask.

- |    |    |        |
|----|----|--------|
| a. | d. | g.     |
| b. | e. | h.     |
| c. | f. | (etc.) |

IV. Retell.

- |    |    |
|----|----|
| a. | d. |
| b. | e. |
| c. |    |

V. Answer.

- |    |    |        |
|----|----|--------|
| a. | d. | g.     |
| b. | e. | h.     |
| c. | f. | (etc.) |

## Exchange

This exercise revolves around a chart, map, timetable, telephone directory or other printed matter. Samples are on the next page.

The instructor gives **each** student a copy of the material or posts it in front of the class if it is large enough. The format is the same no matter what material is chosen.

I. Model a series of questions and answers for the students several times and have them repeat them until they have no difficulty.

### Examples:

Where is the infirmary? The infirmary is next to the library.  
Where is the auditorium? It is between Oak and Bolton dormitories.

or...

What time does the 12:44 train arrive in Babylon? It arrives at 2:01.

or...

What time is "Yogi Bear" on TV? It's on at 9:15.

or...

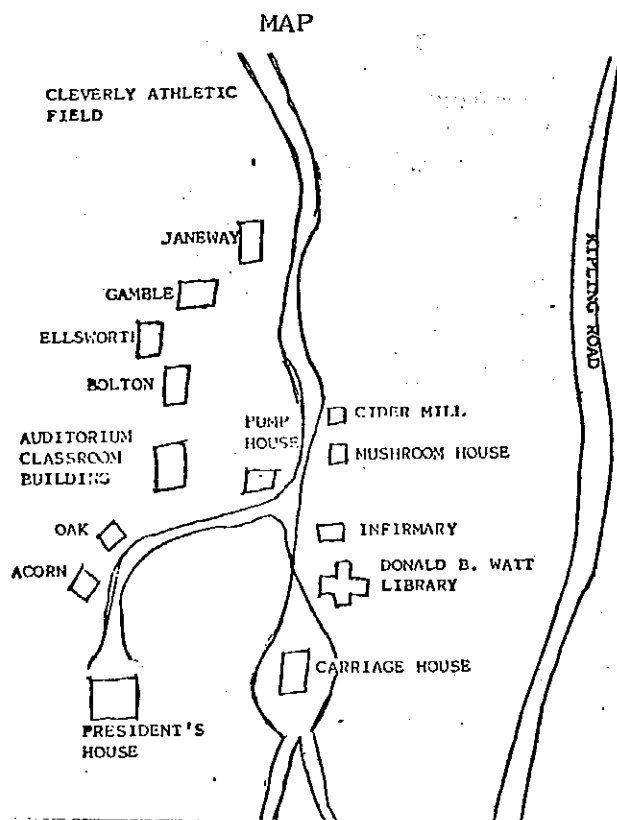
How much does a '68 Ford cost? It costs \$1495.

- II. Ask each student a question based on the material and correct the answers if necessary.
- III. Direct the students to ask the instructor questions.
- IV. The students question each other.

### Suggested materials:

map of a small town  
map of your country  
a set of your country's stamps  
road signs  
theater or movie schedule

Here are some sample materials in English upon which the explanation on the preceeding page is based.



### TRAIN SCHEDULE

Leave				Arrive
New York	Brooklyn	Jamaica	Babylon	Patchogue
AM	AM	AM	AM	AM
12:44	12:45	1:06	2:01	2:29
3:09	3:13	3:34	4:11	4:39
6:04	6:07	6:28	7:06	7:56
8:09	8:10	8:35	9:18	9:46
8:37	8:42	9:04	9:59	10:28
11:09	11:11	11:31	12:24	12:53
1:09	1:11	1:30	2:23	2:52
3:09	3:10	3:32	4:29	4:58
3:49	3:54	4:15	4:52	5:28
4:19	4:20	4:43	.....	5:49
4:41	4:41	5:07	5:53	6:32
5:12	5:12	5:38	6:18	6:58
5:39	5:44	6:06	6:51	7:30
6:07	6:04	6:30	7:13	7:45
6:38	6:33	7:10	.....	8:15
6:59	6:53	7:19	8:09	8:41
8:14	8:16	8:36	9:31	10:02
9:46	9:44	10:06	10:59	11:31
11:49	11:50	12:12	12:57	1:30
PM	PM	AM	AM	AM

### TV SCHEDULE

- 7:45 (10) Good Ship News  
 8:00 (3-5-10) Captain Kangaroo  
 9:00 (3) Hap Richards  
 (WCAX) David Frost  
 (10) Dialing for Dollars  
 (4) For Women Only  
 (13) Kitty Today  
 (11) Cover to Cover  
 (2) Cultures and Continents  
 (7) Paul Benzaquin  
 (5) Romper Room  
 9:15 (3) Yogi Bear  
 9:30 (3) The Lucy Show  
 (WMTW) "The Parson of Panamint" Ellen Drew  
 (13) Ghost and Mrs. Muir  
 (5) Classroom Five  
 10:00 (5-10-WCAX) Lucy Show  
 (3) Movie:  
 "Ricochet Romance" Marjorie Main  
 (2-11) Sesame Street

### CLASSIFIED ADS

#### 5 Autos for Sale

CHEVROLET SUBURBAN, 3 seats, Positraction, Ziebart rust preventative treatment. 254-2172 evenings.

'70 MAVERICK 2-dr. HT, 6 cyl., automatic \$1695  
 '70 FORD CORTINA Station Wagon, 6 cyl., standard \$1595  
 '69 FORD XL 2-dr. HT, 19,000 miles, balance of factory warranty, exceptionally clean \$1995  
 '68 JEEPSTER WAGON, 2 tops \$1895  
 '68 FORD XL 2-dr. HT, 6 cyl., automatic \$1495

NICHOLS MOTORS  
 USED CARS  
 Canal St., Brattleboro  
 254-6608

## The Operation

An operation drills the class in the use and vocabulary involved in a particular piece of equipment or in a common procedure. As an example, we will take the use of the telephone.

1. Using the imperative, the instructor models a set of directions and responses several times, drilling the class if necessary. The instructor should have a phone in the room to model the actions.

Example:

Pick up the receiver. I pick up the receiver.  
 Listen to the dial tone. I listen to the dial tone.  
 Dial the number. I dial the number.  
 Listen to the answer. I listen to the answer.  
 Speak to someone. I speak to someone.  
 Hang up the phone. I hang up the phone.

2. The students repeat the directions and responses after the instructor.
3. Students perform the directions given by the instructor while describing out loud what they are doing.
4. Students give the directions to the instructor who performs the operation and describes what he is doing.
5. Students give the directions to each other.

\*\*\*\*\*

There are several variations of this procedure which can be used to practice other structures and tenses. Use them in later classes. For example, you can use the same procedure in different tenses

## Example:

## Instructor

Pick up the receiver.  
 What did you do?  
 Listen to the dial tone.  
 What did you do?

## Student Response

I pick up the receiver.  
 I picked up the receiver.  
 I listen to the dial tone.  
 I listened to the dial tone.

or...

Pick up the receiver.  
 Wait!  
 What are you going to do?

I am going to pick up the receiver

or...

John, pick up the receiver.  
 What is John doing?

I pick up the receiver.  
 He is picking up the receiver

## Suggested Materials:

telephone  
 loading a camera  
 making a cup of coffee  
 doing laundry  
 checking out a library book  
 wrapping a package  
 going to a restaurant  
 driving a car

## Context Drill

This is like a very short operation. It concerns only one action. The students are involved in actually doing something while they practice verb form and sentence structure. Students use one single activity to move from one tense to another. In beginning classes, the instructor might limit the exercise to the imperative and present. It is suggested that this activity be divided up and spread out in five minute segments throughout the day in intensive courses. We will illustrate with the action of opening the door.

## Example:

Instructor	Student Response
1. YOU and I forms	
Open the door. (imperative)	
Wait! (imperative)	
What are you going to do? (future)	I am going to open the door.
What are you doing? (present)	I am opening the door.
What did you do? (past)	I opened the door.
2. HE and SHE forms	
Open the door.	
Wait!	
What is he going to do?	He is going to open the door.
What is he doing?	He is opening the door.
What did he do?	He opened the door.
3. YOU and WE forms	
Mary and John, open the door.	
Wait!	
What are you going to do?	We are going to open the door.
What are you doing?	We are opening the door.
What did you do?	We opened the door.

## Instructor

## Student Response

## 4. THEY form

Mary and John, open the door.

Wait!

Bob, what are they going to do?

What are they doing?

What did they do?

They are going to open the door.

They are opening the door.

They opened the door.

## Suggested Phrases:

Open your purse, wallet.

Leave the room.

Look at the \_\_\_\_\_.

Pick up the \_\_\_\_\_.

Read your book.

Write your name on the board.

Hold this piece of chalk.



## Characters in Search of an Author

Each student is provided a picture of someone, either a sketch or a picture from a magazine. The instructor has one too. On the back of each picture is the basic information, the name, age, and place of residence of the character.

### First Session:

1. The instructor introduces his own character to the class. For example: "This is Mr. Smith. He is 26 years old. He lives in Philadelphia."
2. After the instructor repeats his introduction several times, the students are directed to introduce their characters to the class.
3. Next the instructor questions the students about his character.

#### Instructor

Who is this?  
How old is he?  
Where does he live?

#### Student Response

That is Mr. Smith.  
He is 26 years old.  
He lives in Philadelphia.

4. The same procedure is followed with the instructor asking each student about the student's own character until all the material has been learned.

### Other Sessions:

Additional sessions can be built around new information. The instructor can list a series of occupations on the board and ask students to find their character's occupation. Then the entire procedure above can be repeated, adding the question, "What does Mr. Smith do?"

Further Suggestions:

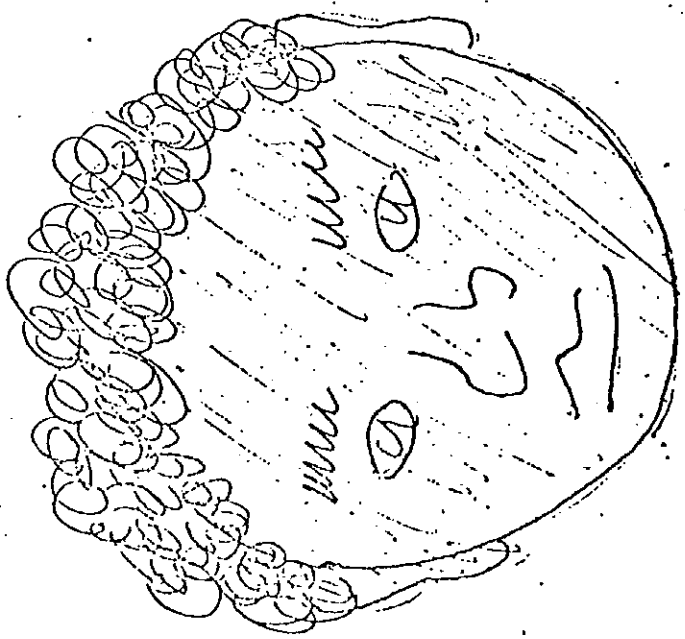
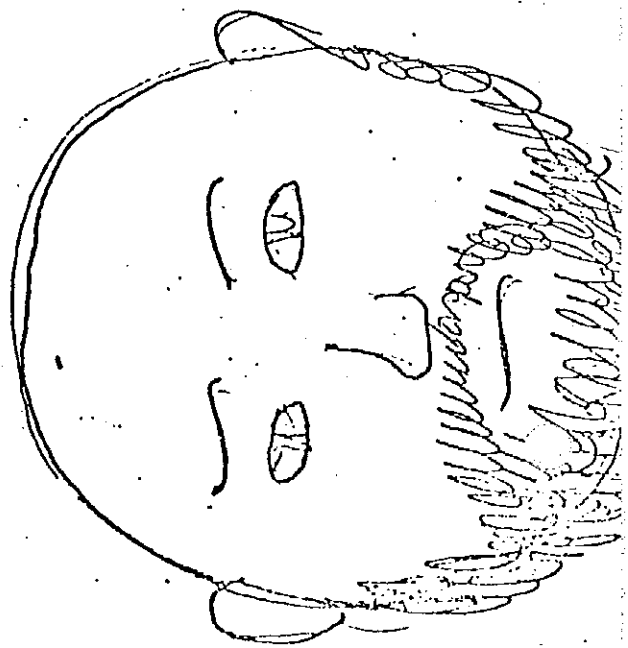
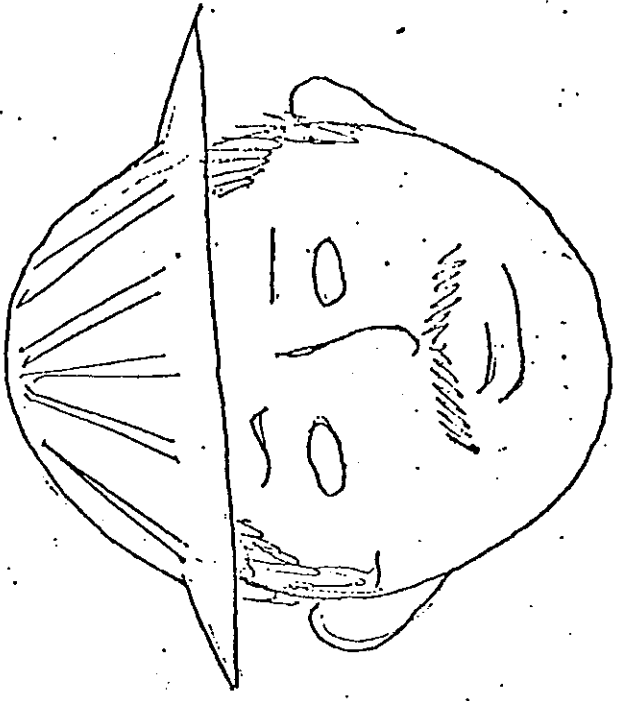
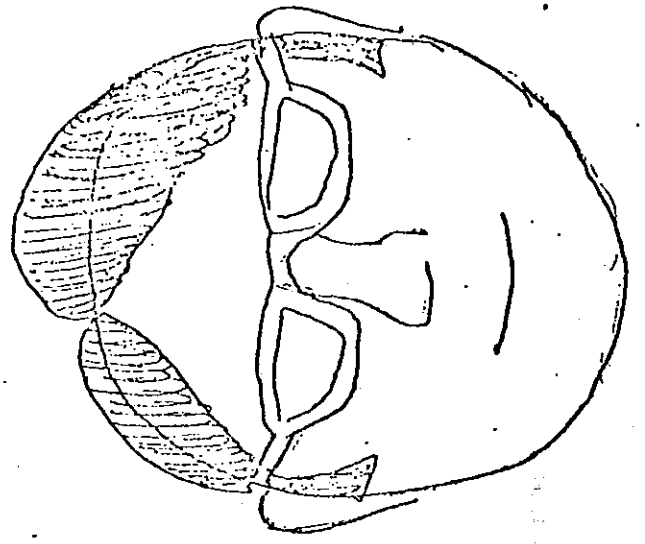
means of transportation to work  
hobby  
marital status  
number of children  
language spoken or studied

As the class advances, the instructor might like to re-distribute the characters and ask the questions differently to illustrate different structures.

Example:

How old do you think Mr. Smith is? (supposition)  
Do you remember how old Mr. Smith is? (recollection)  
Can you guess how old Mr. Smith is? (guess)  
Why do you think Mr. Smith is a construction worker? (justification)

On the following page are some sample characters which could be used in this exercise.



### Free Conversation

This is a very important but difficult type of class activity. It should not be attempted in beginning classes for the most part.

Of course, no one would open a class by announcing, "O.K., now we're going to talk." But often, in class and out, the occasion for free conversation in the target language arises. In class a student may ask a question. If it can be answered and discussed at the language level of the class and if the topic is of general interest, the alert instructor will put aside the lesson for a moment and seize the opportunity. The free conversation should probably last only a few minutes or as long as the class seems interested. These moments might arise during drills, between activities, or they might result from one of the supplementary techniques in this section. As this is the goal of the language program, conversation should be encouraged if it seems to serve an educational purpose.

### PART THREE -- THE LANGUAGE LABORATORY

The language lab is an important part of all our language programs. Although lab time varies from program to program, it is estimated that each instructor will spend one hour in the lab for every 3 to 5 hours of class. This is why it is necessary that the value and proper function of the lab be clear at the outset.

There are four types of labs used at S.I.T. Although you will probably be called upon to operate only one in any given program, we will discuss each individually so that you can get an appreciation for all of them.

#### Full Record Lab

Nearly all our programs utilize full record labs. These permit the student to listen to a recording by a native speaker and record his own responses. Later, he can return to the lab and practice at his own pace any material he finds difficult. The advantage of this lab is that the student can actually hear his own voice and compare it with that of a native speaker. Although not all students take the opportunity to return to the lab at night, enough do to justify its use as a tool for independent study.

#### Audio Active Lab

A few of our campuses are equipped with audio active labs. These are similar to the full record except that they do not permit recording of the student's voice. These labs are a means for the

student to hear a clear, native voice which forces him to do a drill or exercise at a reasonable speed. No independent work can be done in these labs unless the instructor chooses to return with his class or student to re-play the master tape.

#### Cassette Recorders

These individual units function like a full record lab, except that the instructor is unable to monitor the work as it is being done. Students take the cassettes and do their work on their own. At a later time, the tapes are collected and corrected by the instructor.

#### The Octopus

This involves a central unit and a set of headphones for the instructor and each student, hence the name. It functions much in the same way as an audio active lab. If you need to operate one, it will have to be set up and tested in advance, so plan ahead.

\*\*\*\*\*

When using any lab, there are several things the instructor should bear in mind. First, the lab is not made to replace the instructor. In fact, he is very active during the lab period listening to and correcting his students. This is especially true for a full record lab. The instructor can also use the lab period to judge the progress of the class, to see how well he has taught the material. His role in the lab is vital.

The student listens to a recording of native voices other than that of the instructor. These voices present the drill and conversation already introduced in class. This adds a new dimension to the familiar material. After each model, time is allowed for the student's response. In a full record lab, the student can play back this sequence.

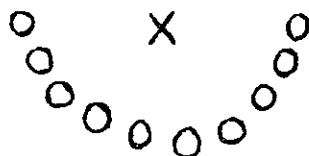
The instructor's attitude in the lab will make the difference between success and failure of this aspect of the program. Although you will be given complete instructions and training in the lab you are to operate, it is fairly certain that some technical incident will occur at some time. At this moment, the instructor should act calmly, making whatever decision seems necessary. If the lab will not record properly, it can be used as an audio active lab until repairs can be made. If one or more booths do not function, students can be shifted around or, if necessary, excused for that period. If the difficulty is great, the class can return to its classroom.

IT IS IMPORTANT THAT THE INSTRUCTOR NOT LOOSE HIS PATIENCE IN FRONT OF THE CLASS. If he does, the class will never have the correct attitude for proper use of the lab in the future

## PART FOUR -- HOW TO PREPARE FOR CLASS

The Classroom

Most classes will contain about ten students. To best achieve the personal contact between instructor and student necessary for learning, the chairs in the classroom should be arranged this way:



Chairs should face away from doors and, where possible, from windows. The students' attention will then be fixed on the instructor and distractions minimized. The instructor remains standing during presentation of new material and whenever a student response is being solicited. He can approach the individual student, listen carefully, and make corrections effectively.

It is also the instructor's responsibility to see to it that a blackboard is facing the class and that the class is equipped with the proper maps and decorations. The Language Coordinator will assist in locating these materials.

Room and hour schedules will be distributed to instructors and students. They must be followed carefully with any changes discussed in advance with the Language Coordinator.



### The Order of Presentation

Each class must be carefully planned in advance so no time is wasted and so the instructor never appears lost in front of his class. In general, the material should be presented in the order it is given in the text. As has been noted, supplementary materials can be used at the end of units or when the class is tired and not ready for new material. These materials should be geared to the language learned in the classroom. The integration of text and supplementary materials MUST be such that the two are clearly related. In addition, between structure drills, the instructor should pause both to allow the material to sink in and to gauge the progress made. Pronunciation drills or short exercises such as context drills are ideal here.

Whenever the class has not met for more than an hour, it is a good idea to begin with a warm up exercise to get the student into the atmosphere of the foreign language. The material used could be numbers, days of the week, greetings, or even short informal conversation. Near the end of the day a quick review of the material presented helps the student to put things into perspective.

In a program which only meets one hour per day, the above comments hold true. But some alteration must be made due to the problem of retention of material from one day to the next. Although there will be exceptions, it has been suggested that a typical class period in a one-hour-per-day program be arranged like this:

Warm Up	5 minutes
New Conversation	15 minutes
Pronunciation Drills	5 minutes
Review of Conversation	5 minutes
Structure Drills	15 minutes
Real Language Use	10 minutes

To do this, the instructor will have to divide the conversation into sections which can be taught one at a time. The drills which follow each section should deal only with material presented up to that point. This will require careful, regular preparation. Much of the supplementary material discussed in Part Two is too long for a 10 minute presentation. Occasionally, then, the instructor in a one hour program will devote an entire period to one of these exercises, but only occasionally.

#### Department

The student-instructor relationship should be a friendly but professional one.

Instructors and leaders on a given campus will often work together. Leaders may ask instructors to attend orientation sessions, but the instructor is under no obligation to accept. Many do, however, and they find this a good way to explain life in their country to the students.

Experiment students rarely present any conduct problems. They are generally highly motivated and attentive. There are few rules except those prohibiting smoking and eating in class and lab. If, however, a problem arises, discuss it with the Language Coordinator. There is no place in an intensive language program for a student who disrupts the class or disturbs others.

## PART FIVE -- EVALUATION AND TESTING

One important part of the instructor's job concerns evaluating his students. In some cases both pre and post program testing may be required. In any event, it will be done during class hours, except that some grading of exams may have to be done during the evening. A related obligation concerns the course material itself. You will be asked to fill out a weekly course summary outlining what material you have covered.

Because various programs require different types of tests, it is impossible here to state precisely what these duties will be in every case. However it is certain that you will be asked to use one or more of the following means for evaluating your students.

### Student Evaluation Sheet

This form will be given you near the end of the program by the Language Coordinator. You will be asked to rate each student on accent, comprehension, fluency, etc. These forms are required for all programs, so learn your students' names and make mental notes from time to time on their progress.

### MLA (Modern Language Association) Tests

These are quite extensive, including speaking, listening comprehension, reading and writing batteries. They will take several hours to administer, and you will be asked to correct them before leaving.

FSI (Foreign Service Institute) Interviews

This type of exam is generally conducted by pairs of teachers, one questioning and one grading. As in the case of the exams above, you will be expected to administer them after having been trained by the Language Coordinator.

Instructor Created Tests

In some cases where no prepared exam exists, the instructor will be asked to make up and administer his own exam. Generally the Language Coordinator will work with the instructor to insure a proper balance between written and oral sections.



## PART SIX -- THE INSTRUCTOR'S CHECKLIST

After a few days of teaching, see how many "yes" responses you can give yourself. Do you...

YES	NO	
___	___	Speak at a natural pace in class.
___	___	Listen to the students carefully as they repeat.
___	___	Use backward buildup in presentation of long sentences.
___	___	Return to the student who made an error rather than insist he correct himself immediately.
___	___	Pace exercises to the level of the majority of students.
___	___	Supply the correct response or go to another student when someone cannot answer.
___	___	Insist that every student be heard clearly.
___	___	Use the target language at all times in class.
___	___	Use the supplementary techniques to reward student achievement between units.
___	___	Use variety in your daily warm up sessions.
___	___	Encourage those who are perceptive without criticizing those having difficulty.
___	___	Alternate between group and individual participation.
___	___	Get all items into meaningful context quickly.
___	___	Avoid discussing grammar rules in class.
___	___	Use distinct hand signals.